ALBERTVILLE
KINDERGARTEN AND PRE-K

Parent and Family Engagement Plan 2026-2027
TITLE I, Part A - ESSA

The Albertville City School System recognizes Title I as an integral part of its PreK–12 schools and is committed to fostering strong parent and family engagement. Parents and families are valued as essential partners in both the strategic planning process and its successful implementation. The district acknowledges that parents and families are a child's first and most important teachers, and that their ongoing involvement is critical to each student's academic success.

The following table lists the goals, activities, responsible parties, and eventual outcomes desired for Albertville City Schools Family Engagement Plan:

Parent and Family Engagement Plan

SYSTEM GOAL	IMPLEMENTATION ACTIVITIES	PERSON RESPONSIBLE	DESIRED OUTCOMES
Increase the number of parents and families participating in their children's education	Have meetings during hours parents and families are able to attend; Invite parents and families to visit their child's classroom & school; Conduct at least one outreach community activity each year	Federal Programs Director, Principal, Federal Programs school liaison, classroom teachers	More parents and families visiting the school; Strengthen teacher-parent and family relationships; Improve student achievement
Involve parents and families in the decision-making process	Have parents and families serve on school committees; Provide updates on school activities; Provide school compacts	Federal Programs Director, Principal, Federal Programs school liaison, classroom teachers	Provide parents and families a voice on school operations; Keep parents and families informed
Inform parents and families of student progress	Provide midterm reports; Provide assessment results; Use ParentSquare to provide parents and families with school information	Principals and teachers	Parents, families and the school will work together to improve student achievement and success.
Involve parents and families in assessing their children	Hold accountability meetings to explain state accountability results; Share literature concerning assessment measures with parents and families.	Principal, counselor, Federal Programs school liaison, classroom teachers	Parents, families and students will understand and be at ease with test results; Teachers will enable parents and families to work on specific skills

- How can families be involved in decision making?

    - Parents and families are invited each year to review the system Title I Plan and are encouraged to make recommendations and address concerns regarding the plan. Parents and families are included in the planning process at each school when developing the school plan. All Pre-K-12 schools conduct a survey at the end of the school year to determine needs of the parents and families. Parents and families are provided methods and materials to help their child succeed.
- How is the Parent and Family Engagement Plan funded?
    - The Albertville City School System provides one percent of its Title I, Part A allocation for parent and family engagement. Each school budgets this money for parent and family workshops, communication systems, newsletters, pamphlets, or other items that will improve parental and family engagement.
- How does the Parent and Family Engagement Plan remain compliant?
    - The Albertville City School System has developed a parental and family engagement policy that follows the guidelines and meets the requirements of the Every Student Succeeds Act (ESSA). The policy outlines that the school system will collaborate with parents and families to meet ESSA guidelines giving parents and families the opportunity to participate in their children's education.

TITLE I - Every Student Succeeds Act
Parent and Family Engagement Policy Plans and Procedures

The Albertville City School System shall:

- Provide opportunities for parents and families of children receiving services to be involved in:
    - the development of the LEA Plan to help low-achieving children meet challenging academic standards and;
    - the process of school review and improvement with regard to schools identified for school improvement.
- Coordinate technical assistance and other support necessary to assist participating schools in planning and implementing effective parent engagement activities to improve student academic achievement and school performance.
- Provide assistance to parents and families of children served by the LEA, as appropriate, in understanding such topics as:
    - State academic content standards
    - State student academic achievement standards
    - State and local academic assessments
    - How to monitor a child's progress
    - How to work with educators to improve the achievement of their children
- Provide materials and training to help parents work with their children to improve their academic achievement, such as literacy training and using technology, as appropriate, to foster parental engagement.
- Provide ongoing professional learning for teachers, pupil services personnel, principals, and other staff—along with input from parents and families—on the importance of family engagement. Training will focus on effective communication strategies, building collaborative partnerships with families as equal stakeholders, coordinating family engagement programs, and strengthening connections between the school and the families it serves.
- Coordinate and integrate family engagement activities across early childhood and support programs—including Head Start, Reading First, Early Reading First, Even Start, Home Instruction for Parents of Preschool Youngsters, Parents as Teachers, and public preschool initiatives—to create a seamless system of support. These efforts will include aligned communication, shared resources, and

coordinated events that empower and encourage parents and families to take an active role in their child's education.
- Ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.
- Provide such other reasonable support for parental and families engagement activities.
- Conduct, with the engagement of parents, an annual evaluation of the content and effectiveness of the parent and families engagement policy in improving the academic quality of the schools served including identifying barriers to greater participation by parents and families in activities offered by the program, and use the findings of such evaluation to design strategies for more effective parental engagement, and to revise, if necessary, the parental engagement policy.
- Encourage parental and families engagement in the activities of the schools served.
- Provide opportunities for parents and families of children receiving services to be involved in the decisions regarding how funds reserved for parental engagement activities are allotted.

Home-School Compacts

ALL students in a Title I School-wide Program and targeted students in a Title I Targeted Assistance Program are required to complete a School-Parent Compact each year. The compact will be developed and revised by the school's Title I Advisory Committee, consisting of the school administrator, teachers, and parents. The compact consists of an agreement for the parents/guardians, the student, the teacher, and the principal. Parents should read the parent section carefully, and then sign the compact. Students should read the student section and discuss its contents with their parents/guardians, then sign the compact. When completed, the compact should be returned to the child's teacher. All completed compacts should be kept by the homeroom teacher (for grades with "self-contained" classrooms) or the School Counselor (for grades with "departmentalized" classrooms) in order to be available for reference at parent-teacher conferences conducted during the school year. Each school will pledge on their School-Parent Compacts:

- Provide high-quality curriculum and instruction,
- Hold parent-teacher conferences, provide parents with reports on their child's progress,
- Provide parents reasonable access to staff,
- Provide parents opportunities to volunteer, and
- Ensure regular two-way meaningful communication between family members and staff, to the extent practicable, in a language family members can understand.

Parents' Right-to-Know

Teacher Qualifications – At the beginning of each school year, every local educational agency that receives funds under Title I Part A shall notify the parents/guardians of each student that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum, the following:

- Whether the teacher has met State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under emergency or another provisional status through which State qualification or licensing criteria have been waived.
- The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Parents shall submit such requests in writing to the local school. The school will then forward the request to the Central Office, which will provide a response to the parents, send a copy to the school, and retain a copy. The response will be provided within ten (10) working days after receiving the request from the parent.

Parent Notification for English Language Learners

Each eligible entity receiving funds under this title to provide a language instruction educational program shall, no later than 30 days after the start of the school year, notify the parent or guardian of a student identified as an English learner, or participating in such a program. This notification will include:

- The reason the student was identified and assessed as needing language instruction services
- The student's current level of English proficiency and how it was determined
- The methods of instruction used in the program and how they differ from other available programs
- How the program will meet the educational strengths and needs of the student
- How the program will specifically help the student learn English and meet academic standards
- The exit requirements for the program, expected rate of transition, and graduation expectations (if applicable)
- The rights of parents to remove their child from the program or choose another available option
- Information on how parents can be involved in their child's education

This information must be provided in an understandable and, when possible, translated format to ensure meaningful parent communication.

BASIS FOR ADMISSION OR EXCLUSION – A child shall not be admitted to, or excluded from, any federally assisted education program on the basis of a surname or language-minority status.